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Editor's Preface

The first number of *The New Educational Review* in 2019 is the fifty-fifth issue of our journal since the start of its foundation in 2003. In this issue, there are mainly papers from: Canada, Croatia, the Czech Republic, England, Hungary, India, Indonesia, Japan, Jordan, Malaysia, Poland, Serbia, the Slovak Republic, Slovenia, and Ukraine, because our journal is open for presentation of scientific papers from all over the world.

In the present issue the International Editors' Board have proposed the following subject sessions: General Didactics, Social Pedagogy, Pedeutology, Special Pedagogy, and Chosen Aspects of Psychology.

In the subject session "General Didactics" we publish ten articles. The paper by Kálman Sántha focuses on discovering the relationships between pedagogical architecture and classroom didactics. The subject of the qualitative study by Aleksandra Tłuściak-Deliowska and Monika Czyżewska are the formative assessment practices used by elementary school teachers and the school social climate. The study presented by Nora Nimani Musa nad Mateja Dagarin Fojkar aims to investigate students' competence in English listening skills and vocabulary proficiency at elementary school level, focusing on the correlation between students' skills, vocabulary proficiency and out-of-school exposure. Neneng Nurjanah and his co-workers, in their study, examine whether Problem Based-Learning enables students to learn better and in an equal manner through an array of cross-cutting aspects like race, social class, and gender. In his study, Nani Bororah Nasution examines the effect of a case study combined with the concept map on improving critical thinking skills in Indonesian first-year college students. The paper by Anna Perkowska-Klejman and Anna Odrowaz-Coates contains advanced statistical analysis, original methods and a significant contribution to the claim that measurement of reflexivity is possible. The aim of the study by Aleksandra Mihajlović is to investigate the effects of Lesson Study on the self-efficacy beliefs of pre-service kindergarten teachers. The study by Piriya Somasundram et al. focuses

on the relationship between number sense and algebraic thinking. Violetta Rodek describes research on students' independent self-learning. The main objectives of the long-term research, the partial results of which are presented in the paper by Iwona Tomas, are related, among other things, to identification of the influence of experimental artwork classes on children's artistic skills.

In the subject session "Social Pedagogy" we publish eight articles. The study by Jolanta Żarczyńska-Hyla and her co-workers examines the prevalence and correlates of parentification of Polish adolescents (children take on parental duties). In their article, Marcin Gierczyk and Tom Harrison describe the statistical findings of a study of the effects of gender on the ethical decision-making of professionals. In his paper, Tomasz Huk presents meta-analysis of the social context of benefits achieved by people in a new, yet not well-researched activity in electronic sports. The paper by Erich Petlák et al. discusses learners' interactions with teachers and how they are assessed by teachers. In the text by Maria Czerepaniak-Walczak, types of reforms to formal education are introduced, and against this background, an answer is sought to the question of who they serve, who is interested in this multi-layered effort, who is or can be beneficiary and who is a loser in this process. The aim of the study by N.S. Bohra and S B Joshi is to examine the relationship between learner profile and retention of learning in adult education programs in India. Suardi with his co-workers aim to develop a cognitive stimulation package for 2–3-year-old children and examine the effectiveness of the product in facilitating children's cognitive development at home. The article by Alina V. Dulia et al. explores the key issues and needs of families of participants in anti-terrorist operation.

In the subject session "Pedeutology" we publish three articles. Liudmyla Koruzha and her co-workers present the diagnostic and analytical results of the research on higher school teachers' competence at Borys Grinchenko Kyiv University (Ukraine). The objective of the study by Marlena Plavšić and Marina Diković is to apply Korthagen's model of level change in exploring teachers' most unacceptable characteristics from the perspective of students, teachers and parents, and reveal possible differences depending on primary and secondary school and the length of teachers' experience. Krzysztof Rubacha and Marina Siritova discuss the results of a study of the sense of efficacy in literature teachers working in Poland and Slovakia.

In the subject session "Special Pedagogy" we publish two articles. The contribution by Agnesa Pataiová et al. presents a new education and training programme "Stepping into Life with the Right Values", aimed to improve integration of mentally disabled pupils into the system of vocational training centres and thus also

society. The study described by Ghaleb M. Al-Hiary and Yusef M. Mogdady aims at investigating pre-service special education teachers' levels of knowledge about autism.

In the subject session "Chosen Aspects of Psychology" we publish an article by Igor S. Popovych and Olena Ye. Blynova, whose purpose is to examine the structure, variables and interdependence of the factors of students' mental states of expectations.

We hope that this edition, like previous ones, will encourage new readers not only from the Central European countries to participate in an open international discussion. On behalf of the International Editors' Board I would like to invite representatives of different pedagogical sub-disciplines and related sciences to publish their texts in *The New Educational Review*, according to the formal as well as essential requirements placed on our website: www.educationalrev.us.edu.pl – For Authors.